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ABSTRACT

Written for, by, and about adult students, this issue includes a series of articles dealing with building self-confidence. Following a discussion of the importance of self-confidence, suggestions are provided for increasing one's self-esteem. Presented next are the stories of how various individuals and a Vietnamese refugee family are building and maintaining feelings of self-confidence. Also discussed are facts behind General Equivalency Development (GED) programs, labor and industry involvement in GED programs, and cooperative efforts between industry and adult education. A section of adult student writing concludes the issue. An accompanying teacher's guide (provided along with this issue) consists of guidelines for using the magazine in an adult education class as well as worksheets dealing with the articles contained in the magazine. (Other issues of this magazine are available separately--see note.) (MN)

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ED217195

A magazine for, by, and about the

Adult Student

Issue 9

BELIEVE IN YOURSELF!

How to boost your self-confidence, have more good days, and get more out of life

Adult students tell how they learned to believe in themselves

---

G.E.D. news you can use

Industry joins the adult education boom

Top writing by adult students

ILLUSTRATION BY EUGENE KOROBKOV

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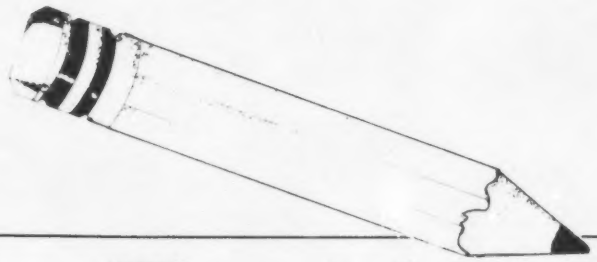

The Adult Student Quiz!

How much do you know about Adult Student magazine?
Mark each statement below TRUE or FALSE.
If you're not sure whether something is true or false, *take a guess!*
Then turn to the inside back cover for the answers.

		TRUE	FALSE
1.	Every issue of Adult Student comes with a Teacher's Guide which contains worksheets for students.	☐	☐
2.	Your adult education program can request free back issues of Adult Student.	☐	☐
3.	Adult Student magazine will print Letters to the Editor.	☐	☐
4.	Adult Student magazine is actually a business trying to make money.	☐	☐
5.	Everything in Adult Student is written at the same reading level.	☐	☐
6.	You can get paid to write for Adult Student.	☐	☐
7.	Free Writer's Guidelines will be sent to you on request.	☐	☐
8.	This magazine can be used to get friends to come to adult education classes.	☐	☐
9.	The Editor would like all students to fill out a Reader Report form.	☐	☐
10.	Readers may give their ideas to the Editor only on a Reader Report.	☐	☐

(Answers on the inside back cover.)

ISSUE 9
Adult Student Magazine
A Special Project of the
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WORD CONFIDENCE

W I M A G E D U T I T T A C N
P E L B A T R O F M O C C J R
E M N I E B O O S T U A C C U
C E K C J V W G N O B S O S T
N E S H O B I E Y U H N M P N
E T I A B U L T N D F Q P E E
G S R R Y L R D I I U S L R M
I E G M E E A A D S L T I S E
L B V C N N W E G L O E S I V
L R X N C X N N I E R P H S E
E E I E P T I K L A M N M T I
T W A R M L S O H X M E E E H
N O T H E R S S E N S E N N C
I P C E U E C N A D N E T T A
F Z F M W Y P R O M O T I O N

How many of the words in the list below can you find in the puzzle? Look for them going up, down, backwards, on an angle, or sideways.

WINNER
ESTEEM
INTELLIGENCE
CONFIDENCE
ATTITUDE
FEELINGS
COMFORTABLE
BOOST
OTHERS
POSITIVE
IMAGE
ACCOMPLISHMENT
ACHIEVEMENT
ABUNDANCE
CHARM
EXCELLENT
ENCOURAGEMENT
PROMOTION
ATTENDANCE
TURN
SHARE
PERSISTENT
JOB
WARM
SKILLS
POWER
STUDY
SENSE
RISK

A magazine for, by, and about the

Adult Student

Issue 9

ON THE COVER

Reflecting the theme of Issue 9 . . . how we view ourselves is terribly important. Self-confidence is something many adults learn when they return to school, even if they didn't expect to! Illustration by Eugene Korobkov, a Soviet immigrant and professional artist.

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LETTER TO THE EDITOR

Dear Editor:

As the new President of the Pennsylvania Association for Adult and Continuing Education, please let me express both my personal and the organization's appreciation for the excellent quality of *Adult Student*. In trying to keep organizations alive and progressing, it is sometimes easy to forget that the entire effort is designed to serve learners (students), and that without them we have nothing.

As PAACE jointly plans with the Pennsylvania Department of Education for the 1983 Mid-Winter Conference, we invite ideas and suggestions from all adult learners, regardless of their background, program of study, or occupation.

Best wishes for the continued success of the students and their publication.

Sincerely,

Gordon C. Godbey, Professor
Adult and Higher Education
The Pennsylvania State University
University Park, PA

BELIEVE IN YOUR-SELF!

"I LEARNED A LOT in that program," said Pennsylvania State Representative Noah Wenger about his involvement in adult basic education. "But most of all," he quickly added, "having that diploma gave me new self-confidence." (Read the whole interview with Wenger in Issue 7.)

Except for the fact that Representative Wenger went on to run for public office, his reaction to adult education is typical. Almost every person we've ever interviewed for Adult Student has mentioned, without being asked, that their new education helped them overcome a lack of self-confidence.

In fact, the Statewide Evaluation of Adult Education Programs, a study conducted by the Pennsylvania Department of Education in 1980-81, backs up our informal findings. Adult students were asked what they received from adult education with a list of "yes" or "no" questions. To the question "Has the adult education program helped you to think better of yourself?" a remarkably high 90% answered "yes". That question received the highest score out of all 21 on the list. (Number 2 at 85% was "read better"!)

In a recent speech, Harrisburg Mayor Stephen R. Reed applauded adult education for teaching people to, among other things, "believe in yourself."

And so out of all of these references to self-confidence was born the idea for the theme of Issue 9: "Believe in Yourself."

The subject of self-confidence goes by a number of names: self-esteem, self-worth, self-concept, and others. Sammy Davis, Jr. said it yet another way: "Yes, I can!" But no matter how you describe it, learning to feel good about yourself is a major benefit of adult education and the key to success in the future. You ARE worth liking. You CAN do lots of things. You DO have plenty to offer.

The State Board of Education formally recognizes the importance of believing in yourself. Its "Twelve Goals of Quality Education," adopted in 1979, lists, along with communication skills, mathematics, citizenship, and others, the goal of achieving self-esteem: "Quality education," states the document, "should help every student develop self-understanding and a feeling of self-worth."

In this issue of Adult Student, you'll learn how to boost your self-confidence . . . and you'll read about how other adult students are learning to believe in themselves. After all, if you believe in yourself, it's only natural that others will, too.

Helena Dueck, a German immigrant we interviewed for Issue 2, summed up the importance of self-confidence when she said, "I think if you're going to be good to society, you should think well of yourself." We hope you'll remember that simple thought.

—Tana Reiff

No matter how you describe it, learning to feel good about yourself is a major benefit of adult education and the key to success in the future.

You Can Be a Winner!

by Timothy D. Myers

ILLUSTRATION BY EUGENE KOROBKOV

DO YOU LIKE what you see in your mirror? Do you like the way you look? Do you like your personality, intelligence, the way you are living your life? If your answer to any of these questions is "no," you may be suffering from a disease that is epidemic in our society. The disease is called LOW SELF-ESTEEM.

No one is born with low self-esteem. It's something you must learn, and you can pick it up from a variety of sources. Your self-esteem is shaped by:

- *Your educational level.* Feeling undereducated can lead to a poor self-image.
- *Parental attitudes.* Maybe your parents didn't emphasize your real worth.
- *Geography.* The area of the world where you grew up may have had a cultural influence.
- *The people you know.* The types of people with whom you associate and what they expect of you can affect how you feel about yourself.
- *A lifetime of self-concept messages.* How often have you silently told yourself "You're lazy"; "You're beautiful"; "You will never amount to anything"; etc.?
- *Advertising.* We're constantly being told to conform to what is valuable (Jordache jeans, Cover Girl make-up, new cars, large houses, etc.).

But, you say, "I've always been this way!" That doesn't mean you can't change. If you learned self-defeating behaviors, then you can also unlearn them. Life offers two basic choices: to be happy by living life to its fullest, being yourself, and enjoying how you spend your time OR to be miserable by allowing others to run your life for you.

There is an interesting definition of self-concept: You are not what you think you are. You are not what others think you are. You are what you think others think you are. (Think about it for awhile.)

To begin changing self-defeating behaviors, remember these three facts about self-esteem:

1. *Everyone is of equal value (doctors, factory workers, garbage collectors, everyone).*
2. *When you feel good about yourself, you tend to feel good about other people.*
3. *Every person needs and has the right to be respected for his or her thoughts and opinions.*

I teach a continuing education course for adults called Developing Self-Esteem. One of the points I stress in this course is that many Americans have grown up in a society which has taught us that we are not responsible for our feelings, that it is other people's attitudes toward us that cause pain and unhappiness. This is just not true. Self-worth cannot be verified by others. You are good because you say it is so, not because of others' attitudes toward you. I other words, you shouldn't be overconcerned about what other people think of you. What you think is what is really important.

If you have negative feelings about yourself, here are 10 suggestions that will help you change your life.

- Learn to love yourself. Feel that you are important. Once you are secure in your feelings about yourself you will not need approval from others.
- Advance your education. Get your G.E.D., learn to read better, take a course in something that interests you.
- Don't confuse your self-worth with your behavior. Just because you have made mistakes in your life does not mean you are an interior person. Remember Alexander Pope's famous saying: "To err is human; to forgive, divine." Forgive yourself, then try to do better in the future.
- Stop equating your performance in life with your self-worth. Lack of great job, high level of education, or other achievments does not mean you are worthless.
- Remind yourself that whatever people think of you can never have any effect on you unless you let it.
- Stop feeling obligated to explain to people why you do the things you do. If you feel you're right, stand behind yourself.
- Think of your decisions as having various possible consequences rather than being merely right or wrong.
- Don't be afraid to fail. You've got to try to have a chance at success. Paint a picture, try ice skating, or pursue a new fascination. Just enjoy the experience for what it is: an experience in life.
- Be a doer. Do what you want to do, not what others expect you to.
- Don't take life so seriously. Laugh, enjoy the things you do, and be happy for each new experience.

Yes, you can change your self-image. It is not easy, and you will probably be met with some resistance from those who would like to keep you in their control. Begin by being a doer, not a wisher, hoper, or critic. Don't blame the rest of the world for what you consider to be your shortcomings. Take a risk,

Continued on page 11...

Good Feelings:
The Key to Success

by Susan Wikler

HAVE YOU EVER noticed how much more you can get done on your "good" days? Why do some days seem to whiz by while others just drag along?

People who have studied this subject believe that people who feel good about themselves and their lives are able to learn more and do more. Studies show that children who do best at school are those who enjoy themselves.

Finding ways to discover and hold onto good feelings about yourself is a tool you can use in every step of life. Part of growing and learning is experiencing new situations. But meeting challenges is not always easy. For many, it is not easy at all.

One way you can make a new situation more comfortable is to become part of the group. Get rid of those feelings of being alone. Are there clubs you can join at work or school? If not, perhaps you could start one. What interests do you and some other people have in common? Having someone to sit and talk with will help you feel more like you belong instead of feeling like an outsider. And feelings of belonging will help you do your best and give the most.

It's also important to share your feelings. Sometimes you think you are the only person feeling the way you do. Then you are back to feeling alone. But if you tell someone what you think, you might find out that they feel the same way. Now you are no longer alone with your thoughts, and life begins to look brighter.

ILLUSTRATION BY EUGENE KOROBKOV

Whether you are at home, school, or work, try to find people who will offer support and encouragement when you need it. Friends and teachers such as these will help you gain confidence. Maybe you think you will never be able to learn to speak English the way you would like to. Some of your friends might agree. But there are others telling you to keep trying. They remind you of those who learned before you. They help you practice, and pretty soon you get to where you want to be. Surround yourself with people who want to see you reach your goals.

But remember to be easy on yourself. Do not make your goals something to be afraid of or too difficult to reach. Take your time. By doing things a little bit at a time, it will be easier to feel successful. For example, at school you can make finishing each lesson a goal. Then you will feel good after each lesson because you have reached another goal. Feelings of success will make you want to take on more challenges.

Successful feelings also give you a strong sense of control and well-being. We all need to know we can direct our own lives. When you feel in control, you are better able to make decisions or changes. Knowing you can depend on yourself will give your confidence a real boost.

So whether you are thinking about taking a new job, going for a G.E.D., learning more English, or staying where you are, you can approach things with a positive feeling. Think about becoming a more active member of your classroom, family, or work situation. Learn to share your feelings with those around you. Seek friendships with those who will encourage and support you. Set goals you can reach for a sense of control. After a while you will notice how many more "good" days come your way. •

Susan Wikler is a freelance writer from Holtwood, Pennsylvania, who writes for national magazines. She also assists in the production of Adult Student *magazine.*

Self-Confidence: My Story

by Freda Lennon

ADULT EDUCATION means many things to many people. It is a chance for people who had to quit school at an early age to finally earn a high school diploma. It is hope, pride, joy, accomplishment, achievement. It is a better job, more responsibility, a sense of being involved. It is peace of mind, equality, faith in oneself, knowledge, admiration in the eyes of others. Or it may be going forward to further one's education. be it college, vo-tech, business school, or a correspondence course. The list is endless. To me, my G.E.D. is most of these things rolled up into one word: CONFIDENCE.

Born in a small village in the northern part of England in the mid-30s, I graduated from high school at the age of 15. I then took a commerce course (shorthand, typing, and bookkeeping) at the local vo-tech school in the evenings. During the day I was a junior typist for a large asbestos firm.

I eventually found myself working as a secretary for the British government and later as an international secretary for NATO in Parris, France, on assignment from the British government. With lots of hard work to keep me busy and lots of fun and laughter and the sights of all Europe to relax me, you may ask why I needed the G.E.D. to give me confidence. Well, I did have a lot of confidence back then, but that was a long time ago.

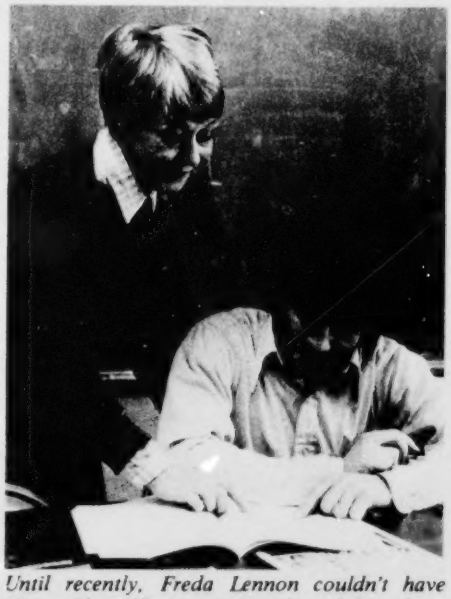
Beginning of a New Life

I arrived in the United States in 1963 to marry my husband, a G.I. I had met in Paris. I went to work for the British Embassy and was assigned to the Pentagon, again as an international secretary working for NATO. I then received my American citizenship and had to forego working for the British. Still a bundle of confidence, right? Right. Youth often has a built-in abundance of confidence.

A short time and two babies later my husband died. I was by then a housewife and mother; however, with my self-confidence shattered and very unsure of life ahead, I took various jobs. My main concern was my children, and we survived very well, but I still lacked confidence.

Seven years and many ups and downs later, I met and married my present husband. I was once again a housewife and mother, still with not so much self-confidence. After 30 years out of school, one tends to assume everything important has been forgotten—or unnecessary if it has been remembered. I needed a boost for my morale.

When I heard about the G.E.D. program, I knew it was just what I needed: a diploma to match my American citizenship and then I would be "whole." It was a chance for me to see just what I had retained from my youth and also to see if I could still learn new things. I graduated (nervously) with a total score of 309. I was ecstatic. You see, it took a lot of courage to walk into that classroom on the first night of class. I was thinking that I had forgotten everything I ever knew and that I wasn't sure how this system worked and that I would not be able to learn anything. I really thought I had forgotten how to study. I rated myself a nervous "10" with the confidence of a "0."



Until recently, Freda Lennon couldn't have pictured herself as a tutor for other adult students like Sam Garlando.

What I thought was going to be a terrible ordeal turned out to be one of the most significant experiences of my life. Instead of meeting a stern-faced teacher who would tell me I was a lost cause, I was greeted with the smiling face and humorous eyes of a young lady who introduced herself as Fran Koch—"Please call me Fran." I could not believe she was the teacher; she was so friendly and immediately put everyone at ease, actually encouraging people to talk, ask questions, and get to know each other. It was definitely not like that when I went to school 30 years ago. I found myself participating in discussions, asking questions, offering help to other students when they couldn't find the right "wavelength" for a problem.

A New Outlook

I also found myself looking at "me" in a different light. I was a person who again could use my brain, not just the washing machine. Most of all I found myself looking forward to going to school after I realized that I could still learn. To me that was very important.

After I received my diploma and the next session of G.E.D. classes began, Fran asked if I would like to go to the first class to encourage other people to stick with it. I accepted and have gone to class every night since. When a student does not understand a problem, we go into another room and I explain it and work with the student(s) until it is understood. This gives Fran time to go on to something else with the other students. It works well, by not holding anyone back and making each student special.

I once again have my self-confidence (which years seemed to deplete), and I am not "just a housewife" anymore. I am a housewife AND a teacher's aide with a high school diploma and the confidence to tackle my job, large or small, that may come along. •

Freda Lennon prepared for her G.E.D. and volunteers as a teacher's aide in Lincoln Intermediate Unit 12's adult education program at Bermudian Springs High School in York Springs, Pennsylvania. Her story is one example of the importance of self-confidence.

"YES, I CAN!"

by Joan M. Mott

"THIS TIME I'm going to finish the course and get my diploma!" Mary Ritz announced as she returned to the G.E.D. class for the third time. Much to Mary's surprise, returning to class was like a class reunion. Most of the other students were back for their second or third try, too. For one reason or another—families, jobs, personal problems, frustration—they had all given up preparing for the G.E.D. before.

For Mary, the reason was work. Coming to class right off the all-night shift had become too difficult. While her head was telling her she should be inserting a comma into a sentence, her body was begging for sleep.

She even took the G.E.D. test a few times, and, although her scores were improving, she just didn't have enough points to pass.

But after a lay-off, a part-time job, and another night shift job, Mary was moved to the second shift. Working 3 to 11 gives her a chance to sleep all night, then come to school during the day.

This time around Mary has taken a new study twist. Instead of writing down everything the teacher says, she has realized that for her it works better to listen more and write less. By this method, she has discovered the joy of comprehending much more material. The feeling of being a stronger learner has given Mary something new that she wasn't expecting: self-confidence.

Mary Ritz studies at home—a lot.

"The third time is a charm," Mary recalls her teacher saying when she came back to school this time. And her new self-confidence does seem to work like a charm.

"I have a more positive attitude now," Mary says. "Before, I would just skip over math statement problems. Now I can read them and know what they are asking me to do. That makes me feel very good about myself."

With her G.E.D. right around the corner, Mary is looking ahead to her next goal. Going to school for licensed practical nursing is a serious consideration. But whatever direction Mary chooses, she feels the self-confidence to succeed. "Sometimes I stop and think whether I can really do these things," Mary says. "And my answer to myself is very simple: 'Yes, I can!'" •

Joan Mott is Mary Ritz's teacher in the Lincoln Intermediate Unit 12 adult education program in Stewartstown, Pennsylvania.

THE PHAN FAMILY: BUSY, WARM, AND CONFIDENT

by Jeffrey Keller

AS I WALKED from my car to visit an evening G.E.D. class, I almost fell in the snow. Half of the schools in the Reading area had closed due to the weather. We decided to hold our adult evening classes as usual, though. After all, we had some dedicated students who would hate to miss school. The weather was very bad, however, and I began to question my own wisdom in showing up here tonight. After all, I am a school counselor.

Sure enough, the three members of the Phan family were hard at work inside the building. While some people might choose to stay home and watch TV on this arctic evening, the Phans fought the elements to get to school. They used to spend more time watching TV. Then one night they heard a message about our G.E.D. program on a local station one night. Now they spend a lot of time at school.

Chuc Phan and his family, like many others from Vietnam, arrived in the United States in 1975. Chuc and his two daughters, Tuyet and Kim, started attending the G.E.D. program six months ago and haven't missed a class since.

"We always wait for my father to get home from work at 5:30 P.M. and leave for class right away," Tuyet explains.

Maybe one reason for the Phans' excellent attendance record is that each of them has a specific goal for the future. Chuc hopes to work for the Postal Service. Kim wants to be a hairdresser. And Tuyet plans to begin college in the Washington, D.C. area to study computer science. "I will be starting college in the fall," Tuyet says confidently. She plans for nothing less than success. But first, all three feel the need for improving their skill in the English language.

Seated: Chuc Phan, Kim Phan.
Standing: Teacher Pat Woodring, Tuyet Phan.

The Phans' teacher, Pat Woodring, describes the family's study habits as persistent and inquisitive. "They even help each other during class and at home," says Pat. That kind of support for each other seems to help fuel their desire to learn.

Thomas Edison, the famous American inventor, once stated that intelligence is 1% inspiration and 99% perspiration. On that cold winter night the Phan family was plenty dedicated, plenty busy, plenty warm. •

Jeff Keller is a counselor in the G.E.D. program at Reading Area Community College.

Believing in Themselves

Here I am at G.E.D. class. Ever since I quit school, which was a bad mistake, I wanted to get my diploma. So I went and took my G.E.D. test, but I failed English. This year I am going to try it again after 4 years.

I hope I can get my diploma. I am going to work hard to get it. To everyone that doesn't have a diploma, this is the place to get it. Classes are wonderful. The teacher is great. So work hard and get it. You can do it!

—George Moore
Reading Area Community College
Reading, PA

I am here at G.E.D. class mainly to brush up on the basics and review skills I already know. It seems familiar, but sometimes I have some difficulty. Some parts are harder than others, but I want to make sure I understand it all before I take the final test. I feel with some review and study I should be able to accomplish it, plus obtain a G.E.D., plus go on from there with a positive attitude.

—David Prentice
Reading Area Community College
Reading, PA

I came to State College to visit my sister for 2 weeks, liked it here, and decided to stay. State College has a small town environment that is different from Philadelphia. This is why I stayed.

My sister said, "Elaine, how about getting your G.E.D.?"

And I said, "Yes."

Someone told my sister about the State College G.E.D. program and I began going to classes. I believe I am making a lot of progress. I was able to get a job at Sears. I know I am on my way.

At first I was having trouble working on my G.E.D. because I didn't have the willpower. But now I believe that I can do it because I have stronger willpower. Once I get my diploma I am interested in going to Penn State for either music or business. This is something about which I feel very strongly. Look out world—here I come!

—Elaine Greene
State College Area School District
State College, PA

How Understanding English Can Help Your Self-Confidence

Students from JoAnn Coleman's English as a Second Language class at the Harrisburg Adult Learning Center wrote about how they are learning not only English but also self-confidence. Here are a few of their writings.

JUNG JA CHANG (Korea): I am rather shy, not a talkative person and, besides, I can't express myself well in English. So it's very embarrassing to me to meet people because I don't know what to say and how to respond to them in English. I have my own ideas and opinions in my mind, but words won't come out. It makes me feel like a dumb, stupid person. But now I understand that speaking good English is important and, most of all, to express myself (in good or bad English) is the most important thing in my daily life. Learning how to speak English in various situations makes me feel more comfortable.

XUAN VU DO (Vietnam): I remember when I first came to the United States. I couldn't understand, speak, read, or write English. Now I can understand English because I have learned from my teacher and my friends. I believe with my self-confidence I will learn even more English and improve in the future.

BATIA WALL (Israel): If I can speak and understand English I feel secure because I can express myself. I can go to the store and ask for the things that I need. I can understand other people and they can understand me. I can listen to the news, watch movies, and know what is going on. I can feel that I am part of this country because I live here and know that I have communication with all people.

ANULA GUNARATNE (Sri Lanka): When I first came here it was winter time and I was alone. I had a hard time to come by plane to Harrisburg from Boston. My plane was late because of bad weather. I wanted to know how to take the next plane, but I didn't know how to speak English. But I didn't give up. It gave me courage. It was at that time I knew I wanted to learn English, not broken English. I am going to school at the Adult Learning Center. I am doing well in English. Now I am not afraid to go anywhere in the United States and I talk with everyone. Now I am glad I have a good teacher and many good friends. They help me a lot.

FEH LIH LEE (Taiwan): I want to live in the United States. English is the major language in this country. If I can understand English then I can know what is going on here and let the people understand me, too. I can make friends, find a better job, and feel like a normal person and not a handicapped person. •

Jung Ja Chang from Korea and Batia Wall from Israel can speak to each other in English—a sign of new self-confidence.

by Ken Wallick and Tana Reiff

ALMOST EVERYTHING YOU EVER WANTED TO KNOW ABOUT "THE G.E.D."

THREE GOLDEN LETTERS to a large number of adult students are **G.E.D.** A second chance to get a high school diploma. An opportunity to get a new job or a promotion. A time to build self-confidence for new experiences. The G.E.D. can mean a real turning point. In Pennsylvania, 20,000 adults pass the test and receive a state certificate every year.

The concept of a high school equivalency examination began in 1942 when the Armed Forces Institute developed a test for World War II veterans. During the 1950s, the American Council on Education (A.C.E.) took over the testing and opened up the opportunity to civilians as well. In 1963 the name of the program became the test of General Educational Development, as it is known today, although the format of the test has undergone several big changes.

"The G.E.D. is designed to measure... the major skills and concepts generally associated with four years of regular high school instruction," says the A.C.E.'s G.E.D. Examiner's Manual. "The tests are intended, however, not to penalize candidates who lack recent academic or classroom experience or who have acquired their education in an informal manner. The context of test items attempts to measure skills related to adult experience."

In fact, a person must be at least 18 years of age to take the G.E.D., with some allowable exceptions. If you are between 16 and 18 years of age, you may take the test if one of these criteria applies:

- You present a letter from an employer stating that a diploma is a condition of employment.
- You present a letter from a post-secondary institution stating that a diploma is a condition of acceptance.
- You present a letter from an armed services recruiter stating that enlistment is contingent on having a diploma.
- You have been institutionalized and expect to be released within 90 days.
- Your high school class has graduated.

The age factor may change, pending a ruling by the Pennsylvania Department of Education's legal office. In Pennsylvania there are 90 test centers administering the G.E.D. Schedules for the six-hour test differ: some centers offer it ten times a year over a Friday night and Saturday; some, such as Connelley Skill Learning Center in Pittsburg, offer it five days a week from 9 to 5; some offer it by appointment. Fees vary also, but the range is generally $10-20, with one-fifth of the cost required for each section that is retested. It might be a good idea to shop around in your area for the test center that best meets your time and budget requirements. Ask your teacher or counselor or call your local high school for information.

Once you have taken the test, the examiner may give you an unofficial score if tests are scored locally. All tests are then checked by the Pennsylvania Department of Education and official scores are released in 3-4 months. If you achieved the passing score of 225, you will automatically receive a Commonwealth diploma. If you have not passed, you are given instructions for retesting. You may retake only the sections of the test on which you need more points: either 35 to pass or additional points to boost your total score. A waiting period of 90 days is recommended. Out-of-state test takers are given instructions for how to apply for a diploma in their home state.

The G.E.D. is actually a group of five separate tests: Writing Skills, Social Studies, Science, Reading Skills, and Mathematics. All are multiple choice tests, a standard feature of standardized tests. There is a time limit for each test, ranging from 60 to 90 minutes. Each test contains a set percentage of questions for topics within the subject area. For example, the Reading Skills Test is 15% Practical Reading, 30% General Reading, 30% Prose Literature, 12.5% Poetry, and 12.5% Drama.

You may be wondering how the test is made up, where it comes from. The people at A.C.E. decide on the general content and percentages of types of questions. Then the Educational Testing Service (E.T.S.) in Princeton, New Jersey, is hired to write the specific "items." There are a number of different forms of the G.E.D., so there are thousands of items to write. The tests are then validated by administering them to high school seniors. To be considered reliable, 70% of a scientific sampling of seniors must pass the test. When final changes have been completed, the tests are published. The whole process takes 4 years.

Plans are now being made by A.C.E. to revise the G.E.D. by 1986. Responsible comment on the current content of the G.E.D. is invited and may be submitted to Ken Wallick at the Pennsylvania Department of Education (Box 911, Harrisburg, PA 17108). The goal of this revision is for the new G.E.D. to reflect the general content of high school cirriculum from 1986 on. Questions such as "Should the G.E.D. test people's skill in using computers?" or "Are the breakdowns in types of Reading Skills questions what they should be?" will be considered. Whatever comes out of

Continued on next page...

Labor and Industry's Extra Push

by Tana Reiff

AS THE NEED for skilled workers grows, so does labor and industry's involvement with educating employees. Adult Student surveyed some area businesses and unions to learn about their involvement with adult education.

When 600 Harrisburg Teamsters were laid off their jobs in 1981, the union local rented space in a motel to conduct a G.E.D. program. With the help of Harrisburg Area Community College, union members were given the chance to get diplomas and be more competitive in the job market.

In Washington County, the United Mine Workers local requires people to have a high school diploma before they can be accepted into the union.

A business's involvement with education begins at the hiring stage. Pennsylvania Act 198 makes it unlawful for employers to discriminate against any prospective employee because he or she has a G.E.D. certificate rather than a regular high school diploma. This law was based on observations that G.E.D. graduates generally do just as well on the job as regular high school graduates. And some employers even go so far as to prefer G.E.D. graduates.

A large steel industry in Berks County told us that "More than education, we look at a person's experience. A lot of times G.E.D. graduates prove they've overcome past problems by having the gumption to go back to earn their diploma."

PHOTO COURTESY M & M/MARS

Linda Malesic teaches classes on the premises at M & M/Mars in Elizabethtown.

Both General Battery and St. Joseph's Hospital in Reading report that they've "never done a study, but have noticed no difference in performance between a person with a regular high school diploma and a G.E.D." The Visiting Nurses Association in Reading agrees: "G.E.D. graduates are just as efficient as those with a regular high school diploma."

Robin Herr, Manager of Staff Training and Development at Armstrong World Industries in Lancaster, had positive things to say about G.E.D. graduates, too. "Our employees who successfully completed the G.E.D. program got more than an equivalency diploma. They also increased their self-worth and confidence, which translates to a higher level of motivation, both on and off the job."

Continued on next page...

"THE G.E.D."—*continued from page 8*

the revision, the G.E.D. diploma will still be attainable by anyone reading at a ninth grade level or above.

If you have received a Commonwealth diploma recently, you may have noticed that it wasn't signed. The reason for this is that diploma preparation has been computerized, and there isn't enough staff to hand-sign 2000 diplomas every month. But don't worry; your Commonwealth diploma is a perfectly legal document. It and the achievement it represents are still good as gold. •

Ken Wallick is the State Administrator of the G.E.D. in the Division of Adult Education and Training Programs, Pennsylvania Department of Education. He very thoroughly furnished the information for this article.

Industry and Adult Education Work Together

by Cliff Edmond

INDUSTRY'S INVOLVEMENT in adult education is growing. One example is at ITT Grinnell where Lancaster-Lebanon Intermediate Unit 13 helped us set up an adult education program and English as a second language course within the Columbia, Pennsylvania, plant.

Although A.B.E./E.S.L./G.E.D. programs within industry are not new, this is a first for us. To get the program off the ground, representatives of I.U. 13 gave a presentation to all of our supervisors, explaining the advantages of the program to the employees as well as to the employers. While the company gets a chance to upgrade its workforce, the employees gain a new sense of accomplishment.

So far 15 ITT Grinnell employees have passed the G.E.D. test. Not only have these 15 people reached a milestone in their own lives, but they also serve as a foundation for others within the Columbia plant to feel that "if they can do it, so can I."

Our company newsletter, "Fitting News," ran these thoughts of mine in the December 1981 issue:

What Does it Take to Get Your G.E.D.?

A little bit of time is certainly the key,
An instructor who cares and is available to help,
Plus a little bit of faith in yourself. •

Cliff Edmond is a Personnel Representative at ITT Grinnell in Columbia, Pennsylvania, who voluntarily submitted his thoughts on the subject of adult education for publication in Adult Student.

LABOR AND INDUSTRY'S EXTRA PUSH—*continued from page 9*

Some industries, among them I.T.T. Grinnell in Columbia, conduct G.E.D. classes right on their premises at convenient hours, such as immediately after a shift. Others give employees release time or flexible time to spend working on their diplomas.

An outstanding example of an industry involved in educating its employees is M & M/Mars in Elizabethtown. Jim Harding, Personnel Director, says it all began when it became apparent that workers needed more math skills. "The lower-rung jobs are the first to be automated," Jim notes. "So our people must have some ability to deal with the technology." With the help of Lancaster-Lebanon Intermediate Unit 13, M & M/Mars began an in-house education program three years ago. As math skills improved to the point where people were handling more difficult work "with confidence and accuracy," an unexpected benefit resulted: employees' reading skills improved as well. And so things expanded to a full G.E.D. and tutorial program, with a choice of college-credit courses offered as an additional option.

Today the M & M/Mars program boasts 17 G.E.D. graduates, with 17 people currently studying. The company pays for the entire program and allows employees to study on paid time. "We're not just teaching how to do things," Jim points out. "We want people to have a technical and theoretical base so they can understand why they're doing things. Then they can compete for higher-level jobs, most of which require certain educational levels."

"We've established an environment where learning is easy to obtain," says Jim. "If people choose not to take advantage of the opportunity, they will be operating at a disadvantage and risk not being properly prepared for future opportunities."

One point seems particularly clear: as public resources for adult education programs dwindle, industries in need of an educated workforce will have to become more involved in the educational process. Of those we spoke with, most seem willing and eager to do just that. •

A Business Built on Education

by Fran Koch

EDUCATION HAS MADE Zeigler Brothers, Inc., of Gardners, Pennsylvania, a uniquely successful operation.

The mill was started by Leroy and Ty Zeigler in 1935 to serve local farmers' feed needs. Tom Zeigler, Leroy's son, grew up in the business and decided to specialize in nutrition, so he earned a Ph.D. in nutrition from Cornell University. In 1967 "Dr. Tom" changed the whole focus of the company to specialized feeds—which required special technology, sophisticated machinery, and detailed accuracy. To staff his new operation, Tom sought out students from local high schools who were interested in agriculture.

Wilbur Slothour from Biglerville High School began a work-study program with Zeigler Brothers in 1969. With the help of the company, he continued his education with a degree from the University of Maryland in business farming with food science emphasis. He is now the Operations Manager at Zeigler Brothers.

A tradition of company support for its employees' education had begun. Zeigler Brothers has since provided work-study opportunities in conjunction with the agriculture programs at Biglerville and Bermudian Springs High Schools as well as with Lincoln Intermediate Unit's Work Experience Program for adults.

One of Zeigler Brother's success stories is William Tilley. In 1976, after a career working with the Japanese Equestrian Team, Bill, in need of a job, joined the maintenance crew at Zeigler Brothers. Recognizing Bill's management potential, the company wanted to send him to Philadelphia for a Maintenance Management Program. However, Bill, uncomfortable without a high school diploma, declined the offer. He didn't see how he could manage people who did have diplomas.

So, 24 years after leaving eighth grade, Bill entered the G.E.D. class at Bermudian Springs High School. His supervisor at work was Wilbur Slothauer, who offered him encouragement plus the promise of a raise upon attaining the G.E.D. Bill worked hard, earned his G.E.D., and promptly received a raise from Zeigler Brothers.

Hard on his heels were two other Zeigler employees who also earned their G.E.D.s and received raises.

Diploma completed, Bill Tilley felt ready to go on to the Maintenance Management Program in Philadelphia. When he returned, he began to implement some major new efficiency plans. He shifted the emphasis from "crisis repair" to productive and preventive maintenance. He trimmed maintenance hours from up to 75 hours per week down to 40. He made sure the preventive mainenance would be done while the production line was down, cutting equipment "down time" drastically.

And then, amidst all this success, Bill won the 1982 Pennsylvania Outstanding Student Award.

Zeigler Brothers, Inc. had provided the incentive and the nurturing environment to stimulate Bill Tilley, Wilbur Slothour, and many others. Company President Tom Zeigler ("Dr. Tom") points out that Zeigler Brothers, Inc. has written as part of its corporate mission the belief in "providing for the self-improvement and personal fulfillment of its employees." The policy is based on the philosophy that the company can grow only as the individuals within it grow. One of Tom Zeigler's favorite adages sums up his cimpany's attitude toward education: "People are our Number One commodity." •

PHOTO BY FRAN KOCH

Bill Tilley, right, shows off his award to fellow achiever Wilbur Slothour.

Fran Koch is a teacher/counselor in the G.E.D. program at Bermudian Springs High School in York Springs, Pennsylvania, one of numerous sites in three counties administered by Lincoln Intermediate Unit 12.

Adult Student Teacher's Guide

Issue 9

HOW TO USE THIS TEACHER'S GUIDE WITH ADULT STUDENT MAGAZINE

1. DUPLICATE THE WORKSHEETS by any means: photocopy, offset, or from a thermal master.

2. ASSIGN WORKSHEETS according to the codes in the top outside corners:

   ● A.B.E. 1 (Approx. grade levels 1-4)

   ●● A.B.E. 2 (Approx. grade levels 5-8)

   ▲ E.S.L. (High Beginner-Low Interm.)

   ■ G.E.D. (Approx. grade levels 9-12)

3. "ANSWER THESE" QUESTIONS may be discussed as a group...or have students write their answers on another sheet of paper. The questions are coded as follows:

   No mark: Recall question (answer derived directly from magazine text)

   *: Inference question (answer derived by making an assumption based on information provided in the text)

   **: Opinion question (no right or wrong answer)

4. CHECK AND/OR DISCUSS ANSWERS using the Answer Key in this guide. You may also have plenty of ideas for activities that will expand the ideas from the articles and worksheets.

5. FILL OUT THE READER REPORTS, provided with your shipment. Please have every student fill a Reader Report as part of the activity of using Adult Student magazine. Thank you for helping.

ANSWER KEY

YOU CAN BE A WINNER! (mag. p. 3)

The activity called "Describing Yourself" has no right or wrong answers. In fact, students might prefer that no one see their work, including the teacher. If students seem interested, you might try sharing responses in a group discussion.

GOOD FEELINGS: THE KEY TO SUCCESS (mag. p. 4)

Answer These: 1. Variable answers. 2. They can learn more and do more. 3. Variable. 4. Join a club. 5. So that you are not alone with your thoughts. 6. People who give support and encouragement. 7. Variable. 8. With a sense of control you are better able to make decisions or changes.

Word Study: All answers are variable, but here are some possibilities:

1. fly, speed, run, dash.
2. new situations, difficult jobs, etc.
3. challenge, experience.
4. a stranger, an outcast, a misfit.
5. happier, lighter, nicer.
6. help, assurance, assistance.
7. control, lead, decide about.
8. lift, improvement, help.

A special project of the Pennsylvania Department of Education P.O. Box 182 • Lancaster, PA 17603

ANSWER KEY, Continued

SELF-CONFIDENCE: MY STORY (mag. p. 5)

Each student's outline will be different, as will the compositions they produce. If you can manage the time to do so, look over each student's outline BEFORE the writing begins. Then look over each individual composition upon completion. It would also be nice to share the stories with other students and, as mentioned in the worksheet, submit good ones to *Adult Student* for possible future publication.

ALMOST EVERYTHING YOU EVER WANTED TO KNOW ABOUT "THE G.E.D." (mag. p. 8)

If you or your student desire further information on the G.E.D., please consult the following sources:

Ken Wallick, G.E.D. State Administrator, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17108. Ken can provide information on the composition of the G.E.D. test. He is also taking suggestions for the 1986 revision.

Dr. Henry Spille, GEDTS Director, American Council on Education, One DuPont Circle, Washington, DC 20038.

Stuart Tuchfeld, Cambridge, The Basic Skills Company, 888 Seventh Avenue, New York, NY 10016. Cambridge publishes a half-length G.E.D. practice test.

And now, the answers!
Answer These: 1. G.E.D. 2. a.It is a second chance to get a high school diploma, an opportunity to get a new job or a promotion, and a time to build self-confidence for new experiences. b.Variable. 3. When the Armed Forces Institute developed a test for World War II veterans. 4. Skills related to adult experience; the major skills and concepts generally associated with four years of regular high school instruction. 5. A test that offers a variety of answers from which to choose the best or correct answer. 6. By administering them to high school seniors (70% of them must pass the test). 7. It is going to be revised. 8. Variable. 9. Because diploma preparation has been computerized.
Word Study: All answers are variable, but here are some possibilities:
1. chance, time; better job, advancement, upgrading, elevation, improvement.
2. diploma, document, paper, sheepskin.
3. idea, notion, thought, theory, consideration.
4. punish, discipline; people, test-takers, hopefuls, adults.
5. permissable, admissable.
6. invalid, unauthoritative, preliminary.
7. number, amount, ratio, proportion, quota.
8. legalized, authenticated, verified, substantiated, certified, proven.
9. dependable, responsible, stable, believable, trustworthy, truthful.
10. accomplishment, attainment, feat, victory, goal, success; stands for, shows, portrays, depicts, symbolizes, denotes, marks.

LABOR AND INDUSTRY'S EXTRA PUSH
INDUSTRY AND ADULT EDUCATION WORK TOGETHER
A BUSINESS BUILT ON EDUCATION

Answer These: 1. The need for skilled workers is growing. 2. By getting more education training; by being more competitive in the job market. 3. Variable. 4. Discrimination in hiring because the prospective employee has a G.E.D. certificate rather than a regular high school diploma. 5. Variable. 6. Variable. 7. Variable. 8. Variable.
Word Study: 1. b.-ive c. -ful d. -er e.-ate f.-tion g.-ance h.-ful i.-ly j.-ing. 2. b. compete c. employ d. prospect e. observe f. perform g. motivate h. succeed i. nurture. 3. c. unlawfully d. employment e. discrimination f. prospecting g. observance h. performer.

Describing Yourself

PURPOSE:

You will be describing your personality, both as you see yourself and as others see you. Then you'll compare and analyze the lists you've constructed.

*

PROCESS:

* Step 1: How would you describe your personality? Think of 7 adjectives, positive or negative, that tell about your personality. Remember, you are describing personality, not physical characteristics.

Examples: I am friendly. Not: ~~I am fat.~~
I am shy. ~~I am pretty.~~

OK -- your turn.

1. I am _____.
2. I am _____.
3. I am _____.
4. I am _____.
5. I am _____.
6. I am _____.
7. I am _____.

* Step 2: Think of someone you love. How would that person describe your personality? If you want, actually have that person or someone else list his or her 7 adjectives describing you, but without seeing your list.

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Continued from Page 3

1. (Your name) _____ is _____.
2. _____ is _____.
3. _____ is _____.
4. _____ is _____.
5. _____ is _____.
6. _____ is _____.
7. _____ is _____.

*Step 3: Compare the two lists and answer these questions about them:

1. How were the two lists the same? _____

_____

_____

2. How were the two lists different? _____

_____

_____

3. Do you think you and the other person know how each other feels? _____ Why or why not? _____

_____

4. Do you think you understand why the other person described you the way he or she did? _____ Why or why not? _____

_____

*Step 4: What reactions do you have to the analysis you just did? How do you feel about it? Why were there differences on the two lists? On another sheet of paper, write your thoughts on this activity. You may combine and organize the sentences you wrote above. Or you may write new sentences. Try to arrange your sentences into good paragraphs.

_____

GOOD FEELINGS: THE KEY TO SUCCESS

HIGH→ ● 4
FOR USE WITH MAGAZINE PAGE

Answer These

** 1. Are you having a "good day" today? Why or why not?
2. People who feel good about themselves are better off in what two ways?
** 3. Think of a challenge you have had to meet. What made it a challenge? Why? How did you deal with it?
* 4. What is one way to feel as if you "belong"?
5. Why is it a good idea to share your feelings?
* 6. What are the best kinds of people to spend time with?
** 7. What is one small goal you could meet today?
* 8. A sense of control over your own life is important. Why?

Word Study

Directions: Look at the underlined word in each sentence. Then think of one or more words that would say just about the same thing. Write the sentence again, but this time use your word instead of the underlined word. Then read the new sentence.

whiz
challenges
situation
outsider
brighter
support
encouragement
direct
boost

1. Why do some days seem to whiz by while others just drag along? (Paragraph 1)

_____

2. Meeting challenges is not always easy. (Paragraph 2)

_____

3. One way to make a new situation more comfortable is to become part of the group. (Paragraph 4)

_____

4. Having someone to talk with will help you feel less like an outsider. (4)

_____

5. Now you are no longer alone with your thoughts, and life looks brighter. (5)

_____

6. Try to find people who will offer support and encouragement. (6)

_____

7. We all need to know we can direct our own lives. (7)

_____

8. Knowing you can depend on yourself will give your confidence a boost.

_____

SELF-CONFIDENCE: MY STORY

Directions: Look over Freda Lennon's story on page 5 of Adult Student *magazine. We are going to use her story as a model for your story. First, let's outline Freda's story.*

Freda begins with an introduction that lists the many benefits of adult education. The biggest benefit to Freda is self-confidence. Next Freda begins telling the story of her life, starting with her graduation from high school in England during the 1930s.

We'd better start writing down this outline. You fill in the blanks.

A. Introduction - benefits of adult education, especially self-confidence.

B. Background (before G.E.D.) - high school gradution in England, (what happened next?) _____

_____

C. Back to school - (what happened?) _____

_____

D. Benefits of adult education - (what were they to Freda and what happened to her?) _____

_____

E. Ending - _____

_____

Now it's your turn. Write a short outline of your own life and your own experiences with adult education. You don't have to have a G.E.D. diploma. It's enough that you are back in school. Now fill in the blanks with ideas from your own life. Write on another sheet of paper.

A. Introduction
B. Background
C. Back to school
D. Benefits of adult education
E. Ending

You can probably guess what comes next. On another sheet of paper, write your own story. Use the outline you just wrote. Of course, your story won't be exactly like Freda's. You are just using Freda's story as a model. If you think your story is good, send it in to *Adult Student* magazine, P. O. Box 182, Lancaster, PA 17603. Maybe we'll print your story in a future issue.

ALMOST EVERYTHING YOU EVER WANTED TO KNOW ABOUT "THE G.E.D."

FOR USE WITH MAGAZINE PAGE 8

Answer These

1. To many adult students, what are the "three golden letters"?
* 2. Why is a high school diploma so important to people? **If you are studying for a G.E.D., why is the diploma important to you?
3. How did the concept of a high school equivalency diploma begin?
4. According to the American Council on Education, what is the G.E.D. supposed to measure?
* 5. What is a multiple choice test?
6. How is the G.E.D. validated?
7. What is going to happen to the G.E.D. test by 1986?
** 8. What changes would you suggest for the G.E.D.?
9. Why aren't Commonwealth of Pennsylvania diplomas hand-signed?

Word Study

opportunity
promotion
certificate
concept
penalize
candidates
allowable
unofficial
standardized
percentage
validated
reliable
achievement
represents

Directions: Look at the underlined word in each sentence below. On another sheet of paper, rewrite each sentence replacing the underlined word with a word or more than one word that means just about the same thing. There are a number of possible words you could select. You may use a dictionary or thesaurus if you wish.

1. The G.E.D. is an opportunity to get a new job or a promotion.
2. In Pennsylvania, 20,000 adults pass the test and receive a state certificate every year.
3. The concept of a high school equivalency examination began in 1942.
4. The tests are intended not to penalize candidates who lack recent academic or classroom experience.
5. A person must be at least 18 years of age to take the G.E.D., with some allowable exceptions.
6. The examiner may give you an unofficial score if tests are scored locally.
7. Each test contains a set percentage of questions for topics within the subject area.
8. The tests are validated by administering them to high school seniors.
9. To be considered reliable, 70% of a scientific sampling of seniors must pass the test.
10. The diploma and the achievement it represents are still good as gold.

FOR USE WITH MAGAZINE PAGES 9/10

LABOR AND INDUSTRY'S EXTRA PUSH
INDUSTRY AND ADULT EDUCATION WORK TOGETHER
A BUSINESS BUILT ON EDUCATION

Answer These

Directions: Use all three articles (see magazine pages 9 and 10) to answer these questions.

1. What is one reason that labor and industry are becoming more involved with educating employees?
* 2. How do the workers themselves benefit from adult education?
** 3. Do you think it is a good idea for industries to pay workers for the time they spend in school? Why or why not?
4. What does Pennsylvania Act 198 make unlawful?
** 5. Have you ever noticed differences in performance between regular high school graduates and G.E.D. graduates on the job? If so, what differences? If not, why not?
** 6. A company policy at Zeigler Brothers, Inc. is to "provide for the self-improvement and personal fulfillment of its employees," This policy, according to "A Business Built on Education," is based on the philosophy that the company can grow only as the individuals within it grow. Do you think it is worth the money for a company to pay for the education of its employees? Why or why not?
** 7. Think about your present job or a job you have had in the past. What kind of additional educatin or training would help you on this job?
** 8. Even if you are not working now, what would you do to convince your company to provide the education or training you named in #7?

Word Study

involvement
competitive
unlawful
employer
discriminate
prospective
observation
performance
motivation
successful
particularly
nurturing
corporate

1. List the 10 different suffixes that occur in the words on the list. The first one is done for you.

a. -ment b. _____ c. _____ d. _____ e. _____

f. _____ g. _____ h. _____ i. _____ j. _____

2. Change the following words to verbs by dropping the suffix and perhaps making a few other minor spelling changes. The first one is done for you.

a. involvement involve b. competitive _____

c. employer _____ d. prospective _____

e. observation _____ f. performance _____

g. motivation _____ h. successful _____

i. nurturing _____

3. Change the form of each word below by adding a suffix. You may have to make other minor spelling changes within the word. The two are done for you.

a. the verb from competitive + -tion = competition
b. the verb from involvement + -ing = involving
c. unlawful + ly = _____
d. the verb from employer + -ment = _____
e. discriminate + -tion = _____
f. the verb from prospective + -ing = _____
g. the verb from observation + -ance = _____
h. the verb from performance + -er = _____

The Adult Student Quiz

Answers

Check your answers to the quiz you took on the inside front cover. Be sure to read why the answer is true or false.

1. TRUE. The Teacher's Guide that comes with each issue contains activities for each feature article in the magazine. Your teacher can make copies of the worksheets to give to each student. If you have not received these worksheets, tell your teacher now.

2. TRUE. Back issues may be used anytime because they are not dated. In other words, they never get old. Copies of Issues 1 through 6 will be sent to your program as long as they last. We also have Teacher's Guides for Issues 3 through 6. Tell your teacher to order your free copies from AdvancE, Stayer Research and Learning Center, Millersville State College, Millersville, PA 17551. First come, first served!

3. TRUE. We are happy to print your ideas and opinions. Just send your letter to Tana Reiff, Editor, Adult Student Magazine, P.O. Box 182, Lancaster, PA 17603.

4. FALSE. Adult Student receives funding from the Pennsylvania Department of Education through the United States Department of Education. The magazine is here for you, the student, as well as to tell other people what's going on in adult education. It is *not* a money-making project! In fact, we take no paid advertising.

5. FALSE. Articles in Adult Student are written at different reading levels. Some are easy; some are more difficult. You can probably tell which is which just by reading them, since the easier articles are in bigger print. The Teacher's Guide codes articles as: A.B.E.-1, A.B.E.-2, E.S.L., and G.E.D. Of course, you'll probably find most of the articles interesting, no matter what the reading level.

6. TRUE. Other than Letters to the Editor, you can get paid $5 for a short "Student Writing" piece and up to $25 for a longer article with a picture.

7. TRUE. Our Writer's Guidelines will help you a lot in planning your writing. If your teacher does not have a copy, send us a note asking for the Writer's Guidelines. Please send along an envelope with your name and address and a stamp on it.

8. TRUE. If you have a copy of Adult Student of your own, don't throw it away! Show or give it to a friend who might want to come to adult education classes. You'll be doing a big favor.

9. TRUE. Your teacher will give you a Reader Report, so please fill it out and send it to Adult Student, P.O. Box 182, Lancaster, PA 17603. If we're doing something wrong, we need you to tell us about it. And if we're doing something right, we like to hear about that, too!

10. FALSE. The Reader Report is a good way to hear from you, but it's not the only way. You can also write a Letter to the Editor (see #3). If you don't want your letter to be printed in the magazine, please say so. No matter how you do it, please let us hear from you!

Adult Student

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